

# Reading Toolkit: Grade 8 Objective 2.A.5.d

Standard 2.0 Comprehension of Informational Text

Topic A. Comprehension of Informational Text

Indicator 5. Analyze purposeful use of language

Objective d. Analyze repetition and variation of specific words and phrases that contribute to meaning

Assessment Limits:

Repetition of words and phrases for emphasis

Repetition of words and phrases for emphasis

Connections between repetition and meaning

Connections between repetition and meaning

Variations of words and phrases for emphasis

Variations of words and phrases for emphasis

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## Lesson Seeds

### Reading Grade 8 Objective 2.A.5.d

#### Activities

The teacher will preview informational texts to find one where an essential word or phrase is repeated multiple times. First, students will be instructed to read the text to determine its most important idea. Once that has been established through class discussion, students will read the text again while the teacher instructs the underlining of the repetition of the essential word or phrase. Students should focus on the word that is repeated. Finally students should discuss what the author wants the reader to know about the repeated word or phrase or what the author wants the reader to know about the idea with which the repeated word or phrase is associated.

Prior to reading an informational text, the teacher will inform students that what they are about to read will have certain words and/or phrases that will be repeated many times. Students will be asked to brainstorm reasons why an author might repeat a word or phrase in his/her text. Record all answers. Next students should read the text, noting the multiple uses of the word and/or phrase. After reading is complete students should return to their list of suggestions to select and justify one that offers a correct reason for repetition. If a correct response does not exist in the suggestions, then the correct reason should be stated and justified.

Students will be instructed to read a speech where words and/or phrases are repeated multiple times. Students should underline, highlight, or use post-its to identify the repetitions. Once reading is complete, students should determine the main idea of the speech. Then they should return to the repetitions to decide if the repetitions were a way the speech writer drew listeners' attention to the main idea, to the speaker, or to the sound of the language in the speech. A reader's choice of purpose must be justified with text support.

The teacher should assign each student a partner. Each set of partners should receive the same informational passage where certain words and/or phrases are repeated multiple times. Working independently, each student should read the passage, note the repetition of words and/or phrases, and provide a text-based reason for each repetition. When each student is finished he/she should exchange their written findings to compare reasons. If there is a discrepancy, students should discuss their reasoning with each other to find consensus or to understand the other student's reasoning. If all partners in the class have read the same text, they might group themselves according to reasons to see how many different reasons there might be for the repetition and to determine if all reasons are equally valid.

## Clarification

### Reading Grade 8 Indicator 2.A.5

To show proficiency of the skills stated in this indicator, a reader will be able to identify, explain, and analyze an **author's use of language**, specific words or phrases that contribute to the meaning of a text or to the creation of an author's style. Author's style is the way an author uses language to express his/her thoughts. This may include word choice and figurative language. These words are purposeful and give clues to readers about the meaning and tone of a text or portion of a text. Used in conjunction with other text elements, the author's use of language assists readers in constructing meaning.

**To identify, explain and analyze specific words or phrases**, a reader must distinguish among the different types of word choices in texts or portions of texts. Word choice can make a point, set a tone, or reveal an author's style. By recognizing the different types of word choices, clarifying their purpose, and examining their implications, readers are better able to construct meaning from text.

- |                                   |                                                                                                                                                            |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Significant Words               | words that are necessary to a reader's understanding of a text                                                                                             |
| • Figurative Language             | language that relays a meaning beyond a literal meaning                                                                                                    |
|                                   | Simile: stated comparison of two things that have some quality in common using the words like or as                                                        |
|                                   | Metaphor: stated comparison of two things that have some quality in common <u>not</u> using the words like or as                                           |
|                                   | Personification: stating that an inanimate object has lifelike characteristics                                                                             |
| • Idiom                           | phrase/expressions whose meaning cannot be understood from the literal meaning of the words in it Hold your tongue is an English idiom meaning keep quiet. |
| • Colloquialism                   | familiar, informal, everyday talk Movies is an informal term for the more formal term cinema.                                                              |
| • Connotation                     | idea or feeling associated with a word in addition to its literal meaning                                                                                  |
| • Technical or Content Vocabulary | words that are specific to an area of study                                                                                                                |
| • Denotation                      | literal, dictionary meaning of a word                                                                                                                      |
| • Discernible Word Style          | words associated with persuasive, formal, or informal writing                                                                                              |

**To identify, explain, and analyze language that creates tone** a reader must first know that tone expresses the author's attitude toward his or her subject. The language, punctuation, and details a writer chooses help create the tone which could be serious, playful, angry,

sad, etc... In addition to specific word choices the inclusion of specific punctuation helps relay an author's attitude. A reader identifies words or phrases in a text that, in conjunction with the content of the text, signal the author's attitude toward the subject of that text. Once those words have been identified, a reader can tell how those words create a specific tone. Ultimately a reader can examine the specific words an author uses to create a specific tone. A critical reader examines word choice, punctuation, and content to determine if a particular tone is appropriate to a subject. For example, in an editorial that addresses the aftermath of a natural disaster, the tone would be serious or thoughtful.

To identify, explain, and analyze the effects of repetition in a text, a reader becomes aware of the repeated use of words and phrases in a text. A critical reader notes the portion of a text where repetition occurs and determines why an author draws attention to and what is important about that portion of text. An author may slightly change the repeated words and phrases to draw continued emphasis to the ideas in that portion of text. Finally, a critical reader uses repetition or altered repetition to focus on those ideas that help a reader construct meaning of an entire text.